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ABSTRACT

Representing the work of an elementary school staff, this language arts curriculum guide presents a philosophy and definition of language arts, the program development sequence, and a discussion of the purpose and place of language arts in the total elementary curriculum. Within each grade level the outlined educational objectives are grouped according to listening and speaking, reading, literature, composition, and grammar and usage. (MAI)

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LANGUAGE ARTS CURRICULUM GUIDE

Developed by the staff of the Waterford-Halfmoon
Elementary School
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LANGUAGE ARTS PHILOSOPHY

In the highly technical field of education which now exists, program formation and/or revision is no longer a simple matter of choosing a new textbook. In order to develop a consistent language arts program, a systematic approach is required. Such a system is seen as a series of processes which yield a product; each product then becomes an input to the next process (see Figure 1). Various people are invoved in the different processes. As each of the steps of the system are attained, one moves closer to the teaching/learning process. The processes may, at times, occur concurrently; however the various individual processes must commence one at a time from the formation of a philosophy to instruction.

WHAT ARE THE LANGUAGE ARTS

> English becomes a noble tongue when one uses it with affection and respect. It can be made a powerful vehicle for conveying our feelings and emotions; for expressing our hopes, illusions, fears, or wisdom. The skillful speaker or writer can polish it to the clarity of fine crystal and use it to mirror his thoughts, to nourish his mind, and to encourage his wit. Language also is the trademark that certifies us as human even as it preserves a record of our accomplishments and failures as human beings (Shane, Walden & Green, 1971).

Lanugage is an extremely useful and powerful tool. The language arts in the elementary school aim at providing each child with the skills to use language to his maximum potential.

In developing a philosophy, one of the most difficult steps is the stating of definitions. The problem of defining the subject of language arts/English has long been with educators; there are no conclusive answers even to this day.

Bloom, Hastings, and Madaus (1971) provide a systematic approach to the subject of language arts. They divide language arts as a subject into three areas: language, language skills, and literature.

Language is defined as an arbitrary system of sounds which carry meaning and which are held in common by the members of the language community. There are seven subcategories under language:

1. The nature of language - what a language is like, how language is produced, and how a language works.

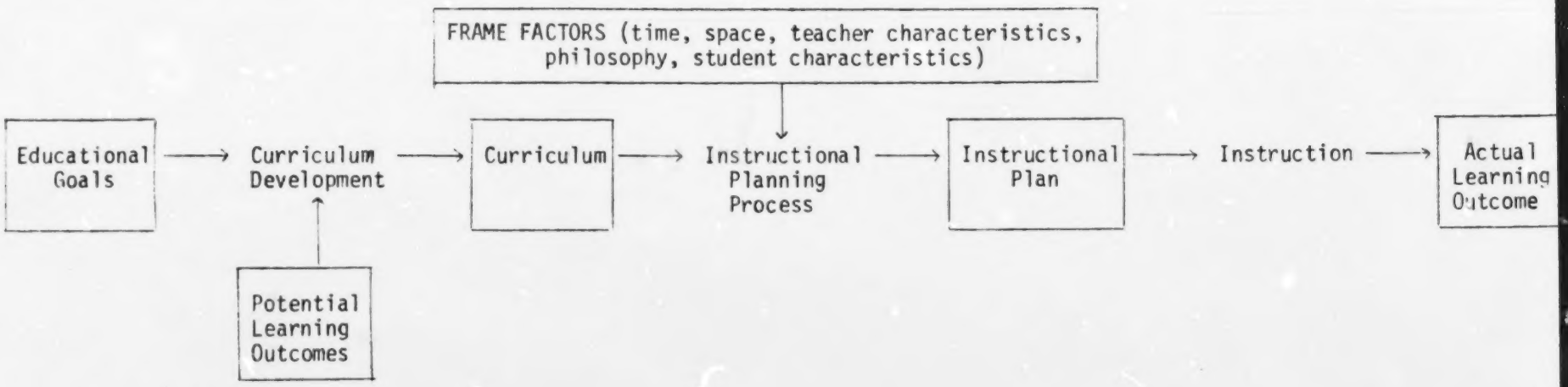
2. The history of language - how did modern English develop.

3. The structure of language - the study of language sound, word forms, and word arrangements.

4. Vocabulary - the study of the history of words, word meanings, and dictionary usage.

FIGURE 1

PROGRAM DEVELOPMENT SEQUENCE



5. Dialect - the regional and social aspects of language.

6. Usage - concerned with the choices people make in the use of words and with the appropriateness of language in context.

7. Spelling - concerned with the composing of words according to accepted usage.

Language Skills include the interrelated processes of listening, speaking, reading, and writing. While the interrelated nature of the language arts should be stressed, each communication skill contains two elements at the elementary school level: (1) the basic skills or mechanics of the area and (2) the activity context in which skills are taught. The four language arts skill areas, together with their basic skills and context activities, are described as follows:

1. Listening is attending to, recognizing, and interpreting spoken materials (Brown, 1954). Basic listening skills include auditory acuity and auditory discrimination. Listening activity includes listening to stories and poetry, to reports and talks, and to conversations and discussions.

2. Speaking is the verbal transmission of communication. Basic speaking skills include articulation, enunciation, pronunciation, and voice. Speaking activity includes speaking in conversation, reporting, story telling, dramatizing, etc.

3. Reading is the act of receiving meaning from the written word. Basic reading skills include visual acuity, visual discrimination, left-to-right progression, etc. Reading activity includes reading in which the pupil is involved in using a variety of materials such as poems, fiction, nonfiction, etc.

4. Writing is the act of transmitting communications through the written language. Basic writing skills include penmanship, sentence structure, paragraph structure, capitalization, punctuation, sentence expansion, etc. Writing activity includes the writing of reports, letters, summaries, poems, stories, essays, etc.

Literature is the study of those writings which are intended to extend and enrich the experience of the reader. The two basic types of literature studied in the elementary school are:

1. Poetry - narrative poems, free verse, ballads, haiku, etc.

2. Prose - fiction, non-fiction, biography, essays, short stories, novels, etc.

The interrelatedness of the three major areas of the language arts is stressed here. One does not simply read or write, or do poetry or prose. Rather, one "writes prose" or "reads poetry."

In summary, the language arts combine the study of literature and

language with the four basic language skills (listening, speaking, reading and writing). Although each aspect may be studied separately, they are interrelated in a multitude of ways.

PURPOSE AND PLACE OF THE LANGUAGE ARTS

The basic purpose of teaching the language arts is to provide children with communication skills. In the primary grades, the purpose centers around the initial attainment of the basic language skills. In the intermediate grades, the purpose centers around the refinement and development of the skills rather than initial attainment. It is through language communication that one is able to link the present with the past and future. Total language literacy may provide children with the confidence to relate ideas to those around them.

Generally, the language arts are seen as the most important part of the intermediate grade program. Mathematics is seen as the next most important subject. Within the language arts skills area, reading is seen as the most important aspect, followed by listening or a combination of listening/speaking skills and finally writing or compositions. This represents a major departure from most traditional language arts philosophies. Usually in the intermediate grades, listening is not mentioned at all, or holds a low priority. However, as Brown (1954) noted,

> Auding (listening) experiences set the limits of the childs speaking vocabulary and provide the entire language basis for his early training in reading. For several years they continue to be his main if not his only source of additional vocabulary. The process of teaching him to read is the process of forming a link between the unfamiliar combinations of letters and familiar combinations of sounds. The link between sound and meaning is already established, so that by solving for sound he solves for meaning. The process of learning to read would be slow and burdensome indeed if sound and meaning as well as appearance were unfamiliar (p. 95).

In summary, the language arts are a complex arrangement of interrelated topics and skills which are studied for the purpose of providing children with the ability to communicate within society. The language arts program is the most important part of the intermediate grade program; reading is seen as the most important language arts skill.

THE CURRICULUM

Every educational program has three components: a plan, an implementation and an evaluation. The purpose of this document is to describe the first of these components: the plan. The plan is the curriculum. Over the past several years, the curriculum was defined in many ways: from the textbook used in a course to everything that happened to the child from the time he boarded the school bus. Johnson (1967) provided

the field of education with a definition of curriculum which has become the standard way of looking at the concept. He defined curriculum as a "structured series of intended learning outcomes." Therefore, curriculum is not a process; it is a thing or a product. Curriculum is a written description of those skills, attitudes, and cognitions one wants children to master as a result of the education process. It is not a guarantee of what will be achieved, but rather a listing of those objectives that one hopes children will achieve. The implementation of the program is the teaching component in which the teacher and student engage in activities which will attempt to aid the student in the achievement of the curricular objectives. The evaulation is the process by which a judgment is made as to whether or not the curricular objectives are achieved.

The curriculum, found below, is the culmination of one and one-half years of work by the elementary school staff. It should be noted that curriculum is not a static entity. There is never found the best curriculum-one that need never change. Societal influences, new findings about learning, school goals and various evaluations all dictate the need for a curriculum to undergo revision at various times. The objectives have been developed with the concepts of mastery learning (Carroll, 1963) in mind. Proponents of mastery learning state that given enough time, most of the students in a school will master most of the material that is taught. The first educators who worked with mastery learning concepts felt that a 90% criteria level should be used; that is, 90% of the students should be able to master 90% of the material presented. Later research has indicated that an 80% criteria level is more realistic. Therefore, for the objectives listed in this curriculum, the 80% criteria level is used; the goal of the program is for 80% of the children to master 80% of the material by the end of the particular grade.

The curricular objectives are listed by grade level. Within each grade level, objectives are grouped as recommended by the New York State syllabus: listening and speaking, reading, literature, compositon, and grammar and usage. Each of the objectives should be preceded with the phrase "The student is able to...."

GRADE 1

LISTENING & SPEAKING

1. listen for specific information.
2. listen for the main idea.
3. listen for and understand relationships
   (Identify the beginning, middle, and end of story and
   Pantomine nursery rhymes and stories)
4. listen for supporting material.
5. listen for conclusions (i.e. discuss the ending of a story).
6. understand the difference between listening and hearing (use of record player, games, physical movement).
7. understand the responsibilities of a listener.
8. understand some of the factors that affect listening.
9. recognize poor listening habits.
10. recognize and develop the characteristics of an effective listener:
    (Know what you are listening for,
    Sit quietly and look at the speaker,
    Listen to what he is saying,
    Think about what he is saying, and
    Respond courteously when response is appropriate).
11. recognize that the function of speaking is to communicate.
12. report accurately.
13. recognize and utilize the various forms of speaking
    (Storytelling,
    Discussion, and
    Dramatization).
14. adapt of the audience.

READING

1. identify gross sounds (i.e. everyday noises).
2. identify likenesses and differences in sounds of words.
3. identify number of syllables in a work (clap out the parts.)
4. identify accented syllable in a word.

5. recognize and name colors.

6. differentiate between various sizes and shapes.

7. interpret pictures (they may "tell the story"; see portrayal in a given picture).

8. look at lines on page from left-to-right and from top-to-bottom.

9. identify identical and varying letters and words.

10. to pronounce words on sight from blue and gold books.

11. identify the name of each letter of the alphabet as the teacher uses alphabet flash cards and other visual aids.

12. recognize words which have the same sounds and contain the same letters.

13. identify in order: initial consonants, final consonants, and medial consonants.

14. identify consonant blends and diagraphs, including ph, ng, and ch.

15. identify long vowels with "silent e".... i-e

16. recognize double vowel combinations: ie ea
ee oa-
-ay etc.

17. identify short vowels.

18. recognize the "r" controller with different vowel combinations:
ir
er
ur
or

19. identify dipthongs: ol oy ou-ow.

20. recognize the schwa sound.

21. recognize variable sounds of the consonants.

22. recognize silent consonants in words kn- wr- gn-.

23. blend known consonant and vowel sounds to form words.

24. identify inflectional endings: s es ed ing.

25. identify inflectional changes in root words: child-children, and man - men.

26. identify words that change y to i before adding es or ed, etc.

27. identify words that drop the final e before adding -ing.

28. identify words that double the final consonant before adding -ed or -ing.

29. identify simple words and compound words.

30. use simple contractions.

31. recognize the possessive form (apostrophe).

32. interact with various objects to expand speaking vocabulary.

33. incorporate listening and speaking vocabulary into the reading vocabulary.

34. identify objects within the environment.

35. expand sentence structure: children will substitute more precise language for the indiscriment use of such terms as "this" "them" "that" "it".

36. use pictures as clues to word meaning.

37. check word identification through context: (after a particular word has been named, the entire sentence should be re-read to see if it makes sense).

38. decide work-meaning from context.

39. increase vocabulary through use of synonyms, antonyms, and homonyms.

40. sugges+ titles for story.

41. find the main idea.

42. describe the main idea in a paragraph.

43. describe the order of events in a story.

44. describe characters, setting, time, and moral.

45. read with proper inflection according to punctuation marks within and at the end of sentences (. ! ? " " ,).

46. recognize cause and effect (ask "why" questions which require a "because" response).

47. distinguish between fact and fiction stories.

48. make inferences.

49. tell what is going to happen next during guided reading.

50. relate what is read to past experiences.

51. relate what is read to oneself (what would you do in the same situation).

52. recognize that books are of different sizes, shapes, and types.

53. handle a book properly.

54. recognize parts of a book: title page, contents, index.

55. follow oral directions.

LITERATURE

1. determine what a character in the story is like by observing what he says,what he does, the pictures portraying him, and his human qualities.

2. identify the main incident of plot and the cause for it.

3. recognize the conclusion for a story.

4. follow logically the actions of the characters.

5. dramatize a sequence of events using dialect.

6. identify time and place.

7. recognize how setting influenced action of characters.

8. identify the narrator or speaker of a specific story.

9. determine the first or third person narrators.

10. discuss authors's point-of-view.

11. recognize the theme by title, dialogue of characters, and statement of the author.

12. recognize stories that teach a lesson (fables).

13. recognize the difference between happy and sad words.

14. identify words that appeal to the senses.

15. use finger play.

16. read aloud and emphasize diction with repetitious phrases in the specific story.

17. identify beat within a poem.

18. recognize similarities of words.
19. identify rhyming words.
20. memorize favorite poems (Mother Goose).
21. dramatize chosen poems.
22. identify mood for specific selection.
23. discuss human emotions.
24. pantomine mood as a guessing game.

COMPOSITION

1. write an original sentence.
2. proofread original work.
3. criticize sentences selected from children's work.
4. identify and correct errors in sentences.
5. summarize stories.
6. write original stories.
7. write supportive evidence for assertions.
8. write a picture composition.
9. use how and the six wh interrogative markers.
10. record observations.
11. write about a personal accomplishment.
12. write new endings for stories.
13. use basic sentence patterns (including nouns, verbs, phrases, declarative sentences and interrogative sentences).
14. understand the relation of word order to meaning (example: me dog chased the).
15. use words and phrases to expand sentence patterns (i.e. adjectives , adverbs, pronouns, and phrases).
16. choose from a variety of words.

17. understand unity and coherence (i.e. write topic sentences, and relate supporting material to main ideas.

18. understand and organize by time order (i.e. use time signals such as "first", "next", "later", "finally" and write events in chronological order.

19. understand and organize by cause and effect (i.e. recognize cause and effect, and write a paragraph illustrating cause and effect.

20. understand and organize by classification (i.e. recognize classification as a method of organization, and organize via similar characteristics.

21. understand and use context definition.

22. understand and organize by comparison and contrast.

23. organize by induction and deduction (i.e. draw conclusions, support an understanding).

24. recognize the relationship between word choice and attitude (understand how the choice of words reveal one's attitude towards a subject).

GRAMMAR & USAGE

1. recognize word order as essential to meaning in sentences.

2. identify questions and answers.

3. recognize what a sentence is.

4. use periods at the end of sentences and question marks after a question.

5. use synonyms and antonyms.

6. use capitalization accurately in names of people, the word I, and the first work in a sentence.

7. recognize singular and plural forms of words. Singular words are made plural by adding "s", "es", to the ends or by not changing the word at all.

8. understand the concept of "appropriateness" as it applies to social activities.

9. recognize incongruity of language in various situations.

10. recognize and avoid using double negatives.

GRADE 2

LISTENING & SPEAKING

1. use complete sentences when responding or speaking.
2. express himself with gramatically correct standard English.
3. speak clearly.
4. use expressive inflections, without a monotone.
5. use lips, tongue, and jaw when speaking.
6. avoids the repetitious "and" in speech.
7. recognize the correct speech of others.
8. distinguish language parts (i.e. vowels, consonants, and blends).
9. listen quietly while another student or the teacher reads orally.
10. identify sounds alone, in words, in sentences.
11. locate appropriate response card for sounds in beginning, middle, and ends of words.

READING

1. use context to understand unknown words.
2. understand that words may have multiple meanings.
3. select appropriate meaning through context.
4. increase vocabulary through use of synonyms, antonyms and homonyms.
5. increase vocabulary through use of prefixes and suffixes.
6. define compound words.
7. identify figurative language.
8. identify number of syllables in a word.
9. look at lines on the page from left to right and from top to bottom.
10. recognize high frequency words at sight.
11. understand the relationship between sounds heard and the symbols.
12. use phonic cues to decode words.

13. alphabetize words by initial letters.

14. read orally with expression, inflection, fluency, and quality of voice to fit passage.

15. find main idea of a story.

16. retell in sequence, what he can read.

17. use punctuation to aid oral and silent reading.

LITERATURE

1. identify fiction, non-fiction, drama, poetry, etc.

2. read independently.

3. choose to read when he has free time.

4. choose own books and share them with others.

5. look for some of the popular children's authors when choosing books in the library.

6. identify the major parts of a book (title page, table of contents, etc.).

7. appreciate, by listening to, literature of all types: poetry, short story, plays, fairy tales, nature stories, folk tales, history, biography, and culture.

COMPOSITION

1. appreciate language through original writing.

2. recognize language errors.

3. recognize spelling and other variant language errors.

4. locate, understand, and correct grammatical/spelling errors.

5. know that his work is acceptable after he has corrected it to the best of his/her ability.

6. know that an "R" on his paper indicates "Remedy" - something needs fixing.

GRAMMAR OBJECTIVES AND USAGE

1. use correct sentence structure (capitalizes the first word and uses proper punctuation at the end of the sentence).

2. use accurate sentence structure regarding subject, verb and objects.

3. use a number of irregular verbs (i.e. see, saw, seen; bring, brought, drink, drank, drunk).

4. avoid the use of repetitious and when writing.

5. use capitals in titles, names of streets, places, peoples, addresses, greetings, and closings.

6. use colons in plays, exclamation mark, comma between city and state, after greeting in friendly letter, and after closing in letter.

GRADE 3

LISTENING & SPEAKING

1. listen for and recall specific information.
2. listen for and recall the main idea.
3. listen for and recall relationships.
4. listen for, recall, and evaluate supporting material.
5. listen for, recall, and evaluate conclusions.
6. listen for and recall directions.
7. understand the difference between hearing and listening.
8. understand the importance of listening.
9. understand the responsibilities of a listener.
10. understand some of the factors that affect listening.
11. overcome poor listening habits.
12. develop the characteristics of an effective listener.
13. recognize that the function of speaking is to communicate.
14. recognize the importance of reporting accurately.
15. recognize various forms of speaking.
16. adapt to the audience.
17. express a complete thought orally.
18. speak with clear, exact language.
19. express events in sequence.
20. use visual materials while speaking.

READING

1. identify the number of syllables in a word.
2. identify the accented syllable.
3. interpret pictures.

4. recognize the Dolch 220 Word List.
5. identify initial consonants.
6. identify final consonants.
7. identify medial consonants.
8. identify consonant blends.
9. identify consonant digraphs.
10. identify long vowels with silent e.
11. recognize long vowels from combinations: ee, ea, oa, ay.
12. identify short vowels.
13. use r as a clue to a vowel sound.
14. identify diphthongs: oi, oy, ou, ow.
15. recognize the schwa sound.
16. recognize variable sounds of the consonant c and g.
17. recognize additional consonant digraphs ph, ng.
18. blend known consonant and vowel sounds to form words.
19. identify inflectional endings.
20. identify inflectional changes in root words.
21. identify words that change y to i before adding es or ed.
22. identify words that drop the final e before adding ing.
23. identify words that double the final consonant before adding ed or ing.
24. recognize the syllables of known words.
25. identify syllable division in words with double consonants.
26. identify syllable division in words ending in ed.
27. identify syllable division in words ending in le.
28. identify syllable division in words where the vowel is followed by a single consonant.
29. understand that each syllable has a sounded vowel.

30. Determine vowel sounds through the position of the vowel in a syllable.

31. recognize that some syllables have more accent or stress than others.

32. identify the accented syllable in two-syllable words.

33. identify words with simple prefixes: un, re, dis, mis.

34. identify words with simple suffixes: ful, ness, less, ous, er, ly.

35. identify prefixes as separate syllables.

36. identify suffixes as separate syllables.

37. identify simple words in compound words.

38. use simple contractions.

39. recognize the possessive form.

40. identify derived forms of words.

41. increase listening and speaking vocabulary.

42. develop vocabulary through concrete experiences.

43. incorporate listening and speaking vocabulary into reading vocabulary.

44. use words met in immediate environment.

45. use precise language.

46. use pictures as clues to word meaning.

47. check word identification through context.

48. decide word meaning through context definition.

49. decide word meanings through opposite ideas in context.

50. identify multiple meanings.

51. understand synonyms.

52. understand antonyms.

53. identify denotation and connotation of words.

54. understand and use prefixes.

55. understand and use suffixes.

56. derive meanings of compound words.
57. develop figurative language.
58. introduce relationship between vocabulary and mood.
59. use simple dictionaries and glossaries to check meaning.
60. make titles for films, slides, and pictures.
61. make a title for a story.
62. find the main idea of a story.
63. find the main idea of a paragraph
64. recognize sequential order.
65. read for sequential order.
66. recognize clues as to time sequence.
67. look and listen for detail.
68. find details in sentences.
69. read for detail.
70. understand pronouns.
71. understand qualifying words.
72. understand the importance of end punctuation.
73. understand the punctuation within sentences.
74. understand the importance of quotation marks.
75. recognize cause and effect.
76. recognize fiction.
77. recognize fact.
78. recognize opinion.
79. determine the accuracy of a passage.
80. determine relevance of content to purpose.
81. make inferences.
82. use facts to form conclusions.

83. predict events.

84. relate what is read to past experiences.

85. relate what is read to self.

86. recognize and use simple classifications of books.

87. use alphabetical order in locating information.

88. differentiate between the table of contents and the index.

89. locate topics in an index.

90. use a dictionary and glossary.

91. locate a dictionary.

92. find the pronounciation of words in a dictionary.

93. find out the meaning of words in a dictionary.

LITERATURE

1. distinguish different types of literature (i.e, fairy tale, fable, myth, legend, biography, narrative on science and important inventions, survey of world geography, plays, and varied types of poetry.

2. understand and appreciate literature through practice in identifying main characters, plot, setting, point of view, theme, and diction.

3. identifies rhythm and mood in poetry.

COMPOSITION

1. write a title for a composition.

2. indent each new paragraph.

3. write a topic sentence for each paragraph.

4. write coherent paragraphs.

5. write a three-paragraph composition that contains an introduction, a body, and a conclusion.

6. write a composition that answers the questions who, what, where, when, why, and how.

7. proofread for sentence structure, fluency, grammar, and spelling.
8. complete sentence lifting exercises.
9. rewrite a "remedy" composition, by referring to sentence lifting exercises.
10. write the following types of compositions: research, poems, fairy tales, classification, personification, letter writing, and plays.

GRAMMAR

1. identify a noun as a person, place, or thing.
2. identify a proper noun as a specific person, place, or thing requiring a capital letter.
3. recognize determiners as signals for nouns.
4. recognize a noun as plural or singular.
5. change a noun from singular to plural and vice-versa.
6. write and identify spellings for irregular plurals.
7. write possessive forms (singular and plural).
8. change verbs into nouns by adding endings.
9. add prefixes and suffixes to nouns and recognize the change of meaning thereof.
10. recognize forms (singular and plural) of pronouns.
11. substitute the correct pronoun form for nouns.
12. recognize verbs as action word in a sentence.
13. identify verb tenses and clues (-s, ed, and will
    -s signals present
    -ed signals past
    will signals future).
14. identify irregular verb forms.
15. use auxiliary verbs correctly (have, has, had, etc.).
16. recognize forms of the verb be.
17. pronounce and spell contractions and know their composite forms.
18. add affixes to verbs, correctly changing the spelling (e.g. run-running).

19. change nouns to verbs by adding endings.

20. recognize words that describe nouns (i.e. adjectives).

21. expand a simple sentence by adding adjectives.

22. correctly say and write comparative forms: tall, taller, tallest.

23. recognize words that tell how, why, when, and where in relation to the verb (i.e. adverbs).

24. identify -ly as a clue to identifying an adverb.

25. use negative correctly with verbs.

26. identify the subject of a sentence.

27.

27. identify the verb-predicator.

28. identify the adjectives.

29. identify adverbs.

30. identify complements.

31. identify prepositional phrases.

32. identify agreement of subject and verb.

33. recognize a word as a noun or verb by its use in a sentence (e.g. fish).

34. use correct forms of irregular verbs in speaking and writing.

35. use "A" and "An".

36. recognize the four types of sentences and their punctuation.

37. use a comma for words in a series, introductory words (please, yes, no), in quotations, between city and state, at closing of a letter, after greeting in a letter, and in dates.

38. use quotation marks.

39. use capital letters: beginning of a sentence, proper nouns, the word "I", in quotations, first word in greeting of a letter, first word in closing of a letter, and the important words in a title.

40. use apostrophes in contractions and possessives.

41. use abbreviations.

GRADE 4

LISTENING & SPEAKING

1. differentiate between fact and opinion in an oral presentation.
2. listen to two or more paragraphs and summarize them in sequence.
3. given the directions presented orally, follow them accurately.
4. recognize whether the major purpose of an oral presentation is to entertain, inform or persuade.
5. prepare an outline of questions for a personal interview.
6. make an interview and write a report.
7. explain to a group exactly how to perform an activity.
8. sequence material to prepare an oral report.
9. present orally (1) three minute talk on a self chosen topic, (2) an oral book report, or (3) a report on a project.

READING

1. appreciate the sounds of words and word combinations.
2. increase speed of visual discrimination in word identification.
3. use generalizations governing sounds to pronounce new words.
4. recognize spellings of vowel sounds.
5. recognize common variations in pron‿unciation of letter combinations.
6. use the key in the dictionary as an aid to pron‿unciation.
7. recognize the effect of shifting accent on meaning.
8. recognize homographs and homophones.
9. understand inflectional endings.
10. identify words with the -ly adverbial ending.
11. identify words with adjectival suffixes able, ful, ish, less.
12. identify words with comparative endings er, est.
13. identify words with noun suffixes er, or, ist, ment, ness, tion.

14. identify words with prefixes dis, ex, im, in, un, re, trans.
15. use compound words.
16. identify primary and secondary accent.
17. recognize clues to vowel sounds in accented syllables.
18. determine word meaning from context information.
19. recognize variant meanings of words.
20. use the dictionary as a source of synonyms and antonyms.
21. understand denotation and connotation of words.
22. develop an understanding of slang and colloquialism.
23. understand word derivation.
24. understand new words through recognition of roots.
25. build vocabulary through understanding and use of prefixes.
26. understand meanings of new words made by compounding.
27. understand the function of figurative language.
28. make titles for a selection read.
29. find the main idea.
30. identify detail.
31. recognize relationship of supporting detail to main idea.
32. recognize sequential order.
33. identify cause and effect relationships.
34. understand the effect of punctuation on meaning.
35. differentiate fact from opinion.
36. judge the reliability of an author's statement.
37. draw conclusions.
38. make inferences.
39. anticipate events.
40. relate what is read to past experiences.

41. relate what is read to self. (Identify with characters.)
42. differentiate reading purposes.
43. follow written directions.
44. use the parts of a book.
45. skim for information.
46. make a written summary.
47. write an outline.
48. use alphabetical order in locating information.
49. differentiate between the table of contents and the index.
50. locate topics in an index.
51. use a glossary.
52. understand the function of the various parts of a book.
53. locate information by skimming.
54. understand the purpose and function of a bibliography.
55. identify various reference books.
56. understand cross references.
57. adjust reading rate to purpose.
58. increase eye-voice span for effective oral reading.
59. interpret punctuation marks orally.
60. express the tone or mood of a selection in oral reading.

LITERATURE

1. determine what a character is like from:
   (a) his thoughts
   (b) other characters thoughts about him
   (c) other characters treatment of him
2. identify multiple causes for a character's action.
3. recognize similarities and differences among characters.
4. recognize how the human qualities of the characters affect the plot.

5. recognize that each incident in the plot has been selected by the author from several different possibilities.

6. recognize that the incidents of the plot influences future action.

7. identify the main problem or conflict of the plot.

8. recognize that the resolution of the conflict is influenced by the thoughts and actions of the characters.

9. recognize and identify the time factor in setting.

10. recognize that setting may be revealed through a character's physical appearance.

11. recognize influence of setting on the problem and its solution.

12. identify the speaker and recognize the difference between the first and third person narration.

13. recognize that the theme may be either the statement of an idea or a moral.

14. recognize that the theme may be either implied or stated directly.

15. identify and use words and phrases which suggest ideas and feelings.

16. find direct comparisions (metaphor) and comparisons involving like or as (simile).

17. find and use words that appeal to the senses.

18. recognize that words may describe a character in a particular way.

19. recognize that repetition of a beat causes rhythmical patterns in poetry.

20. recognize rhyme schemes in poetry.

21. identify specific words or phrases which suggest a mood.

COMPOSITION

1. understand and uses basic sentence patterns.

2. understand relationship of order to clarity and emphasis.

3. use words or phrases to expand sentence parts.

4. understand the relationship of word choice and meaning.

5. use variety in combining basic sentence patterns to develop style.
6. write topic sentence.
7. relate supporting materials to main ideas to form a one paragraph summary.
8. develop a story from a positional sentence - beginning, middle, end.
9. write events in chronological order.
10. use time signal, later, now, first, last.
11. write from an outline.
12. write from scientific information.
13. recognize organizing by classification.
14. recognize organizing by cause and effect.
15. recognize comparing and contrasting.
16. recognize point of view.
17. take a stand on an issue.

GRAMMAR & USAGE

1. identify sandwiched subjects in a sentence.
2. identify linked verbs.
3. identify prepositional phrases as adverb elements.
4. identify coordinating conjunctions.
5. identify and use exclamations.
6. identify and use subject and object pronouns.
7. identify clauses (who, what, where, why, when).
8. identify and know difference between synonyms, homonyms, and antonyms.
9. identify and use structurally complete sentences.
10. combine concepts and generalizations by organizing sentences and paragraphs to develop a topic.

11. demonstrate ability to apply rules of punctuation and capitalization in all aspects of the language arts program.

12. understand concept of "appropriateness" as it applies to social activities.

13. recognize incongruity in various situations and verbal forms.

14. recognize that a standard pronounciation exists.

15. understand reasons for conforming to regional standards of usage.

16. understand that various dialects have status depending on time and place.

17. correctly spell words following a phonetically regular pattern:
    (a) single consonant
    (b) short vowel
    (c) signals, e, i, u
    (d) digraphs, qu, -mb

18. recognize basic patterns which are not phonetically regular.

19. understand syllabication rules.

20. recognize prefixes, un, dis, mis.

21. recognize suffixes, less, ness, ly, ion, er.

22. recognize root words.

23. recognize plurals.

24. recognize antonyms and synonyms.

25. recognize common abbreviations.

26. use apostrophe in contractions and to show possession.

GRADE 5

LISTENING & SPEAKING

1. understand the difference between "hearing" and "listening".
2. understand the importance of listening.
3. understand the responsibilities of a listener.
4. recognize and overcome poor listening habits.
5. listen for special directions.
6. listen for main ideas in stories.
7. listen and understand sequence.
8. listen for sensory impressions.
9. listen for specific information (note taking).
10. recognize rhythmic patterns.
11. identify and discriminate between sounds.
12. recognize intonation patterns and their effects on meaning.
13. summarize an oral presentation.
14. recognize the difference between "facts" and "opinions".
15. recognize "figures of speech".
16. recognize and use various forms of speaking:

    Telling stories
    Finishing a story
    Tell a story in sequence
    Carry on discussion
    Making introductions
    Interviewing people
    Reading a story orally
    Giving directions orally
    Reading poetry
    Giving directions sequentially
    Reporting on a book (or movie, or TV etc...)
    Correct use of telephone
    Making announcements
    Play acting
    Choral speaking
    Necessity of courtesy when others are speaking

READING

1. recognize sound variety in words and word combinations (gurgled-trickled-slushy-stifling).
2. use structural analysis to unlock, recognize, and use correct forms of words.
3. apply old and new generalizations to unlock new words.
4. use a dictionary key as an aide to pronunciation.
5. develop an interest and awareness of mass media vocabularies.
6. determine word meaning from context information and through context definitions.
7. recognize antonyms, homonyms, and synonyms.
8. understand new words through recognition of roots and to build new ones through the use of prefixes and suffixes.
9. interpret definitions and use new vocabulary.
10. understand multiple meanings of words.
11. recognize main idea and supporting ideas in each paragraph.
12. identify sequential order and cause and effect relationships.
13. understand effect of punctuation and meaning.
14. differentiate between fact and opinion.
15. draw conclusions and make inferences.
16. skim for information.
17. use various parts of books such as title page, table of contents, glossary, and index.
18. use various reference books.
19. relate what is read to personal experiences and to self.

LITERATURE

1. distinguish between myth, folktale, tall tale, short story, biography, autobiography, fiction, and non-fiction.
2. recognize play and skit.

3. give descriptions of different kinds of literature.
4. show understanding of main and supporting ideas.
5. summarize main ideas in literary works read.
6. list details about a reading selection and give a conclusion and list details that support the conclusion.
7. recognize words that describe personality traits of main characters.
8. differentiate between various settings and recognize moods of story.
9. predict future consequences in finished and unfinished selections.
10. point out main idea of the selection read.
11. recognize cause and effect relationships.
12. describe time, place, characters, sequence of action and climax.
13. summarize the main conflict in a story of his/her own choice and tell of the events leading up to that conflict.
14. recognize and understand literary devices used in given selections (e.g. simile, metaphor, alliteration, and imagery).
15. describe the purpose and function of bibliography.

COMPOSITION

1. recognize basic grammar patterns in sentences.
2. write compound sentences.
3. add phrases to sentences.
4. use style and variety in combining basic sentence patterns.
5. distinguish and use declarative, interrogative, imperative and exclamatory sentences.
6. use adjectives and adverbs as descriptive forms.
7. organize writing by time order.
8. organize writing by cause and effect.
9. organize writing by classification.
10. develop a story from a positional sentence.

11. identify topic sentences.
12. compare and contrast similar items.
13. write an outline to show main idea and supporting details.
14. use direct quotations in writing.
15. revise run-on sentences.
16. summarize information from another source, such as a scientific article.
17. write a formal book report.
18. write social and business letter forms.

GRAMMAR & USAGE

1. identify and use the four types of sentences with correct end punctuation in structurally complete form.
2. distinguish between the various kinds of nouns (common and proper).
3. identify and use pronouns.
4. recognize determiners (this, that, these, those, a, an, the, and number words).
5. recognize pronouns as words which substitute for nouns.
6. identify verbs as stating or action words (including auxiliaries).
7. identify adjectives by position and by comparative forms.
8. identify adverbs by how, when or where (in relation to the verb).
9. recognize and use subject-verb agreement.
10. identify subjects and predicates in sentences, both simple and complete.
11. recognize the relationship of continuing verb tense.
12. recognize and use ; ? " " ! (and : in a business letter).
13. use capitals in all areas.
14. identify and use contractions.
15. identify and use abbreviations.
16. use nouns in singular, plural and possessive form.

GRADE 6

LISTENING & SPEAKING

1. tell the main idea.
2. list main characters and their role in a story which he listens to.
3. recall specific information.
4. list sequence of plot.
5. explain the importance of listening.
6. recognize poor listening habits.
7. tell how to improve listening skills.
8. actively listens while others are speaking.
9. contribute to class discussion.
10. express opinions before a group.
11. speak clearly in front of class.
12. give oral report using an outline.
13. read orally with expression.

READING

1. selects meanings of words from context information.
2. selects main idea of story.
3. choose appropriate title for a story.
4. recall and can locate specific facts from a story.
5. recall the sequence of events from a story.
6. make inferences and draw conclusions.

LITERATURE

1. decribe the main character's traits.
2. summarize the plot of a story.

3. name the time and place of a story.

4. tell what viewpoint author has about characters and story and mood in which he relates it.

5. show appreciation of literature by selecting books from library - books written by same author and books of same type (biography, science, fiction, etc.).

6. distinguish between myth, folktale, tall tale, short story, novel, biography, autobiography, fiction, non-fiction, plays, poetry, and science fiction.

7. give an interpretation of a poem.

COMPOSITION

1. write compositions which use:

   Unity
   Coherence
   Time order
   Cause and effect
   Classification
   Description
   Comparison and contrast
   Point of view

2. write sentences which use time signals and linking expressions.

3. rewrite a paragraph to improve style.

GRAMMAR & USAGE

1. write structurally complete sentences which include:

   A. Simple or compound subject and predicate
   B. Complements - object or subject
   C. Phrases - adjective and adverbial
   D. Modifiers - adjective and adverb
   E. Agreement of subject and verb

2. use marks of punctuation as follows:

   A. Periods after abbreviations and initials
   B. Question mark
   C. Exclamation point
   D. Colon - after salutation in business letter
   E. Quotations - in written conversation
   F. Apostrophes - in possessives

G. Comma

1. to separate words and phrases in a series
2. before and, or, or but when they join sentences
3. to set off words in direct address
4. after words like Oh, well, Yes, and No when they are before a sentence
5. as used in letters - friendly and business

3. use capital letters for

A. Titles
B. First word in a direct quotation
C. First word in a line of poetry

4. identify:

A. Complete subject and predicate
B. Simple and compound subject and predicate
C. Exclamatory and Imperative sentences
D. Nouns as:

1. objects of verbs
2. possessives
3. predicate nominatives

E. Verbs - main, helping, state of being, tense (present, past future)
F. Adjectives
G. Adverbs (those that tell now, when, where)
H. Prepositions
I. Coordinate conjunctions
J. Commony used interjections
K. Articles
L. Pronouns - personal, indefinite, demonstrative
M. Degree of comparison of adjectives

5. use pronouns as subjects, objects, possesives, and after prepositions.

6. use principal part of verb with auxiliaries.

7. use negatives.

8. use appropriate language in proper setting.

9. use proper tense.

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